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UCAT

ATARNotes January Lecture Series

Presented by:
Michelle W

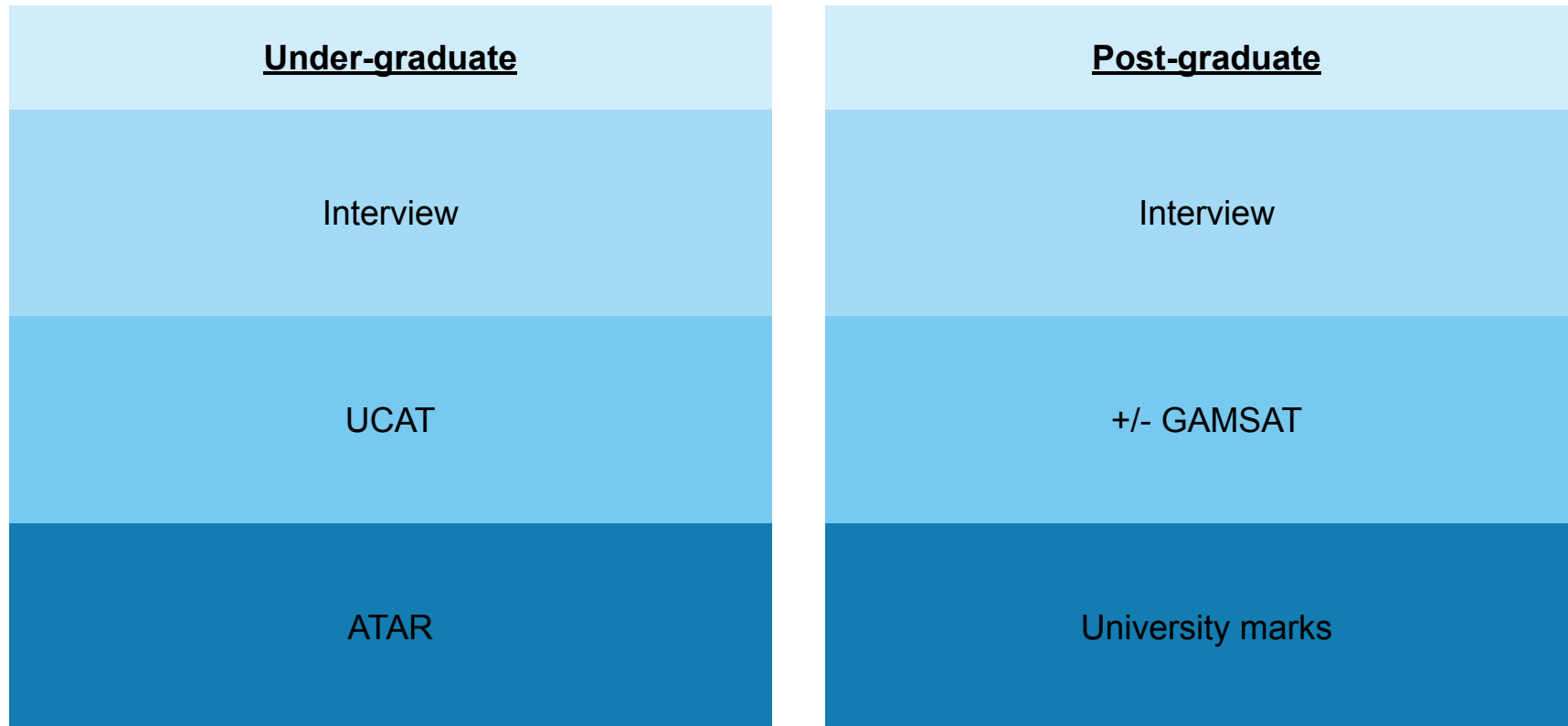
- Class of 2021
- Studying undergraduate Medicine at Monash in my 3rd year

- Session 1
 - UCAT overview and study tips
 - Section 1 – Verbal reasoning
 - Section 2 – Decision making
- Session 2
 - Section 3 – Quantitative reasoning
 - Section 4 – Abstract reasoning
 - Section 5 – Situational judgement

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**WHY PREPARE FOR THE
UCAT?**

SELECTION CRITERIA



*Median ATAR for undergraduate medicine at Monash is usually 99.3-99.4

WHAT IS THE UCAT

- Selection tool for universities
- Online test at testing center (July to mid-August)

Concession Scheme opens Access Arrangements open	1 February 2023
BOOKING OPENS	1 March 2023
Concession application deadline	10 May 2023
Access Arrangements application deadline	17 May 2023
BOOKING DEADLINE	17 May 2023
Late booking deadline	31 May 2023
FINAL late booking deadline	5 June 2023
Cancellation deadline	10 June 2023
Testing begins	3 July 2023
Last testing date	12 August 2023
Results delivered to universities	by early September 2023

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The University Clinical Aptitude Test is used in the selection process by the UCAT ANZ Consortium of universities in Australia and New Zealand

[Verbal Reasoning Question Bank](#)

[Decision Making Questions Bank](#)

[Quantitative Reasoning Question Bank](#)

[Abstract Reasoning Question Bank](#)

[Situational Judgement Question Bank](#)

Question Banks

Use these five question banks to familiarise yourself with the type of questions you will see in your test. Each subtest bank contains a large number of questions which you may wish to attempt over several practice sessions.

Your progress through the question bank is not retained for future visits. It is therefore advisable to make a note of which questions you have attempted.

These questions are intended to be viewed on desktop rather than mobile devices, so as to accurately reflect the live test experience.

Practice Tests

An essential part of preparation as you near your test date should be using the four official UCAT practice tests under timed conditions. These are available in the standard UCAT and extended UCATSEN timings. We cannot offer practice tests with the timings in the UCATSA or UCATSENSA but there are untimed versions you can utilise.

The practice tests are not set up to save your result or provide a score. The final review screen shows which of your answers are correct / incorrect. From this screen, you can return to each question to see the correct answer and display the answer rationale (by clicking the 'Explain Answer' button). *Please note that when you take the live test your correct and incorrect answers will not be reported.*

These are intended to be viewed on desktop rather than mobile devices, so as to accurately reflect the live test experience. *Please note that when you take the live test your correct and incorrect answers will not be reported.*

[Practice Test A \(UCAT\)](#)

[Practice Test A \(UCATSEN\)](#)

[Practice Test A \(Untimed\)](#)

[Practice Test B \(UCAT\)](#)

[Practice Test B \(UCATSEN\)](#)

[Practice Test B \(Untimed\)](#)

[Practice Test C \(UCAT\)](#)

[Practice Test C \(UCATSEN\)](#)

[Practice Test C \(Untimed\)](#)

[Practice Test D \(UCAT\)](#)

[Practice Test D \(UCATSEN\)](#)

[Practice Test D \(Untimed\)](#)

UNIVERSITIES

University	Course or Programme
The University of Adelaide	Medicine Dental Surgery Oral Health
Charles Sturt University	Dental Science Medicine (Joint Program in Medicine)
Curtin University	Medicine
Flinders University	Clinical Sciences / Medicine
Griffith University	Dental Health Science
La Trobe University	Dental Science
Monash University	Medicine
The University of Newcastle / University of New England	Joint Medical Program
The University of New South Wales	Medicine
The University of Queensland	Medicine (provisional entry pathway) Dental Science
University of Tasmania	Medicine
The University of Western Australia	Medicine (Direct Pathway) Dental Medicine (Direct Pathway)
Western Sydney University	Medicine (Joint program in Medicine)
The University of Auckland	Medicine
University of Otago	Medicine Dentistry

- 5 sections:
- Section 1 – Verbal Reasoning
- Section 2 – Decision Making
- Section 3 – Quantitative Reasoning
- Section 4 – Abstract Reasoning
- Section 5 – Situational Judgement

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UCAT STUDY TIPS

- When to start studying?
 - Best time – These holidays!
 - Start early and space it out – aim to do a couple hours each week
 - You don't need to study for hours on end – an hour a week from the start of the year is equivalent to 5 hours every week if you start the month before
 - Keep in mind you'll have to balance SACs and other VCE subjects during year 12

- How to study?
 - **LOTS and LOTS of practice questions**
 - Where to find practice questions?
 - UCAT practice questions on official UCAT website
 - Commercial practice questions
 - Free resources – search google!! (UKCAT = UCAT!)
 - LSAT and HPAT practice questions (varies in relevance)
- Theory

- Practice questions under time restrictions or without?
- Balance

With time pressure	Without time pressure
Develop time awareness and ability to work quicker	Train brain to think in the right way

- Recommendation? Do questions under time restrictions and see how you go and then rather than looking at the explanation spend a while trying to figure it out without time restrictions

- Create a study timetable
- Create a study group
- Create a question bank of difficult questions

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NATIONAL EDUCATION

General National Education Discussion

4390 Posts
268 Topics

Last post by aspiringantelope
in Re: Introductions!
on December 19, 2018, 10:01:16 pm

Child Boards: Vocational Studies and Applied Learning, Interstate Discussion and Comparison

Admissions tests

20642 Posts
1162 Topics

Last post by ProbotMelbourne
in Does anyone know any MHS...
on 54 minutes ago

Child Boards: UCAT, UMAT, GAMSAT, LSAT, SAT, Selective Schools Admissions Tests, Other

National ATAR Technical Discussion

122 Posts
12 Topics

Last post by lorennnz
in Re: How will Queensland ...
on December 09, 2018, 02:15:50 pm

Tuition and Education Services

1590 Posts
252 Topics

Last post by Aaron
in Re: would my friend be a...
on December 26, 2018, 08:51:32 pm

Child Boards: Tuition Advice, Tuition Companies and Services, Wanted

Buying and Selling

51 Posts
11 Topics

Last post by trumartina
in HDD 2018 RESOURCES!! (50...
on December 17, 2018, 10:21:58 am

Child Boards: Victoria, NSW, South Australia, Western Australia

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RECENT POSTS

Re: Physics 3/4 by jashaan (VCE Physics)

Re: Australia v. India 2018/2019 by Quantum44 (Cricket)










Re: Australia v. India 2018/2019 by Quinapalus (Cricket)

Re: Monash University - Subject Reviews & Ratings by Springyboy (Monash University)

Re: Australia v. India 2018/2019 by Sine (Cricket)

Re: Australia v. India 2018/2019 by Yertle the Turtle (Cricket)

UCAT STUDY TIPS

SUBJECT / STARTED BY		REPLIES / VIEWS	LAST POST ▾
0 Members and 1 Guest are viewing this board.			
 	UMAT REPLACED - What is the UCAT? Started by Joseph41	5 Replies 501 Views	January 04, 2019, 10:42:52 pm by AngelWings 
 	UCAT Resources, Info and Links Started by Joseph41	2 Replies 686 Views	December 27, 2018, 05:51:29 pm by Quantum44 
 	UCAT Prep Group Request Started by geek123456	5 Replies 291 Views	December 28, 2018, 10:39:58 pm by Macrophagee 
 	Preparation for UCAT? Started by persistent_insomniac	1 Replies 136 Views	November 15, 2018, 08:07:58 pm by geek123456 
 	Sitting the UCAT Started by Dodo1	2 Replies 202 Views	October 14, 2018, 03:42:52 pm by Dodo1 
 	UCAT scoring/marking Started by Dodo1	1 Replies 150 Views	October 14, 2018, 03:04:35 pm by Bell9565 
 	Buying UCAT resources ? Started by geek123456	1 Replies 405 Views	October 01, 2018, 02:35:53 pm by Lear 
 	UMAT Replaced By UCAT! Started by Joseph41 « 1 2 »	25 Replies 3183 Views	September 26, 2018, 09:10:30 am by Lear 


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VERBAL REASONING

Verbal Reasoning Question Bank 1 - Candidate Name

1 of 40

 Calculator  Explain Answer

 Flag for Review

An Act of Parliament to treat Wales differently from England was passed in 1881. It required all public houses ('pubs') which sold alcoholic drinks to close on Sundays. When this law was repealed in 1961, drinking in Welsh pubs was permitted but local councils had to hold a vote on the issue every seven years if 500 local residents requested a local referendum. Thus, local residents could vote on whether to ban Sunday opening of the pubs (go 'dry') or whether to allow them to open (go 'wet').

In fact alcoholic drinks were bought and sold in Wales on Sundays but in rugby and other sporting and social clubs (and only to their members) rather than to the general public in pubs. In remote parts of rural Wales where the Welsh language was spoken, there was a strong tradition of temperance particularly centred on the many non-conformist chapels which opposed Sunday opening of pubs. Soon the regular customers of the pubs during other days of the week were organised and financed by the breweries to vote 'Yes' for Sunday opening. Tourism, hospitality and entertainment organisations often opposed the ban.

By 1989, places which had voted to close the pubs on Sundays in 1975 – such as Arfon, Carmarthen, Merioneth, Cardigan and Anglesey had all gone 'wet'. Only Dwyfor remained 'dry' on Sundays, though they had a 'wet' period between 1982 and 1989 before reimposing the 'dry' ban for a further seven years in 1989 on a 9% turnout. By 1996 all Welsh pubs could open on Sundays.

Once the law banning drinking was repealed in 1961, most Welsh pubs opened on Sundays.

- ☐ A. True
- ☐ B. False
- ☐ C. Can't Tell

VERBAL REASONING

UCAT Subtests 2019	Questions	UCAT ANZ (standard test)	UCATSEN ANZ (extended test)
Verbal Reasoning Assesses the ability to critically evaluate information presented in a written form.	44	1 minute instruction section 21 minutes test time	1 minute 15 second instruction section 26 minutes 15 seconds test time
Decision Making Assesses the ability to make sound decisions and judgements using complex information.	29	1 minute instruction section 31 minutes test time	1 minute 15 second instruction section 38 minutes 45 seconds test time
Quantitative Reasoning Assesses the ability to critically evaluate information presented in a numerical form.	36	1 minute instruction section 24 minutes test time	1 minute 15 second instruction section 30 minutes test time
Abstract Reasoning Assesses the use of convergent and divergent thinking to infer relationships from information.	55	1 minute instruction section 13 minutes test time	1 minute 15 second instruction section 16 minutes 15 seconds test time
Situational Judgement Measures the capacity to understand real world situations and to identify critical factors and appropriate behaviour in dealing with them.	69	1 minute instruction section 26 minutes test time	1 minute 15 second instruction section 32 minutes 30 seconds test time

VERBAL REASONING GENERAL STRATEGIES

- All information will be given to you in the passage
- DO NOT go beyond the scope of the passage
 - *Opinions*
 - *Assumptions*
 - *Prior knowledge*
- Read the questions then read the entire passage quickly
- Remember where information is in the passage

- Please note, all example questions used in today's presentation are available at:
- <https://www.ucat.edu.au/ucat-anz/practice-tests/>

WORKED EXAMPLE

An Act of Parliament to treat Wales differently from England was passed in 1881. It required all public houses ('pubs') which sold alcoholic drinks to close on Sundays. When this law was repealed in 1961, drinking in Welsh pubs was permitted but local councils had to hold a vote on the issue every seven years if 500 local residents requested a local referendum. Thus, local residents could vote on whether to ban Sunday opening of the pubs (go 'dry') or whether to allow them to open (go 'wet'). **How the rules work**

In fact alcoholic drinks were bought and sold in Wales on Sundays but in rugby and other sporting and social clubs (and only to their members) rather than to the general public in pubs. In remote parts of rural Wales where the Welsh language was spoken, there was a strong tradition of temperance particularly centred on the many non-conformist chapels which opposed Sunday opening of pubs. Soon the regular customers of the pubs during other days of the week were organised and financed by the breweries to vote 'Yes' for Sunday opening. Tourism, hospitality and entertainment organisations often opposed the ban. **Different groups of people**

By 1989, places which had voted to close the pubs on Sundays in 1975 – such as Arfon, Carmarthen, Merioneth, Cardigan and Anglesey had all gone 'wet'. Only Dwyfor remained 'dry' on Sundays, though they had a 'wet' period between 1982 and 1989 before reimposing the 'dry' ban for a further seven years in 1989 on a 9% turnout. By 1996 all Welsh pubs could open on Sundays. **Specific places and when they were wet and dry**

WORKED EXAMPLE

An Act of Parliament to treat Wales differently from England was passed in 1881. It required all public houses ('pubs') which sold alcoholic drinks to close on Sundays. When this law was repealed in 1961, drinking in Welsh pubs was permitted but local councils had to hold a vote on the issue every seven years if 500 local residents requested a local referendum. Thus, local residents could vote on whether to ban Sunday opening of the pubs (go 'dry') or whether to allow them to open (go 'wet').

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- The town of cardigan was 'wet' in 1980

- a. True
- b. False
- c. Can't tell

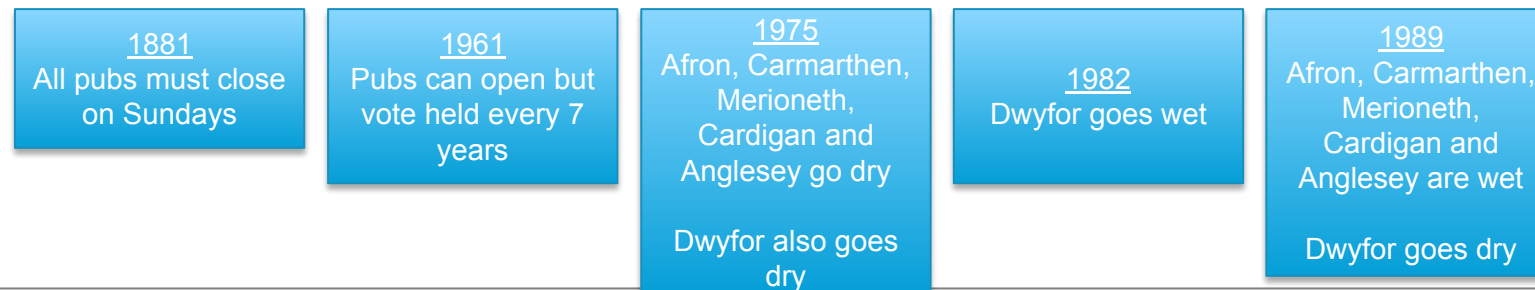
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Create a timeline to organize the dates and laws (to aid in determining sequence of events)



WORKED EXAMPLE

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- Effectively anyone could buy an alcoholic drink in a dry area in Wales on a Sunday after 1961
- a. True
- b. False
- c. Can't tell

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- Are there any other groups of people?
- Social and sporting clubs
- Tourism, hospitality and entertainment organizations

WORKED EXAMPLE

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- Effectively anyone could buy an alcoholic drink in a dry area in Wales on a Sunday after 1961
- a. True
- b. False
- c. Can't tell

WORKED EXAMPLE

Epistolary novels became popular in England during the eighteenth century but, after c.1800, the form fell out of favour. Their popularity grew in response to social change. After c.1700 many upper class women achieved a high level of literacy and enjoyed greater leisure time than had their predecessors. Time was occupied with visits, communicating with friends and relatives through news filled letters, reading and embroidery. Understandably, two of these interests encouraged this literary genre.

Epistolary novels, usually written in letter form, might also include diary entries. Authors could create a sense of realism by imitating real life situations. Letters helped to develop plot, change perspectives and show aspects of character without relying on all-knowing, ever-present narrators. Polylogic novels, the most popular type, had three or more 'authors' contributing at the same time. This allowed the use of 'discrepant awareness', where the reader and certain characters are aware of events not yet revealed to others.

Romance presented in an extremely moralistic way, the usual theme of eighteenth century epistolary novels, opened the form to considerable ridicule. Consequently, changing leisure behaviour, mockery, a more rational attitude and preference for a more narrative style led to loss of popularity. Despite this, the epistolary novel continued in use throughout the nineteenth and twentieth centuries and appears to be experiencing a revival in our own times.

- The reference to “discrepant awareness” can best be understood to refer to the word
 - a. Rational
 - b. Realism
 - c. Ridicule
 - d. Romance

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- The word 'polylogic', as used in the passage, can best be understood to refer to the number of:
 - a. Characters in an epistolary novel
 - b. Different plots in an epistolary novel
 - c. Letter writers in an epistolary novel
 - d. Different views in an epistolary novel

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 - d. Different views in an epistolary novel

WORKED EXAMPLE

Epistolary novels became popular in England during the eighteenth century but, after c.1800, the form fell out of favour. Their popularity grew in response to social change. After c.1700 many upper class women achieved a high level of literacy and enjoyed greater leisure time than had their predecessors. Time was occupied with visits, communicating with friends and relatives through news filled letters, reading and embroidery. Understandably, two of these interests encouraged this literary genre.

Epistolary novels, usually written in letter form, might also include diary entries. Authors could create a sense of realism by imitating real life situations. Letters helped to develop plot, change perspectives and show aspects of character without relying on all-knowing, ever-present narrators. Polylogic novels, the most popular type, had three or more 'authors' contributing at the same time. This allowed the use of 'discrepant awareness', where the reader and certain characters are aware of events not yet revealed to others.

Romance presented in an extremely moralistic way, the usual theme of eighteenth century epistolary novels, opened the form to considerable ridicule. Consequently, changing leisure behaviour, mockery, a more rational attitude and preference for a more narrative style led to loss of popularity. Despite this, the epistolary novel continued in use throughout the nineteenth and twentieth centuries and appears to be experiencing a revival in our own times.

- Which of these conclusions can be drawn from the passage?
 - a. Modern readers do not have sufficient time to read epistolary novels
 - b. Twenty-first century writers are unable to use this style effectively
 - c. Epistolary novels were only popular in eighteenth century England
 - d. Not all eighteenth century writers encouraged this style of writing

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- The activity referred to in the passage which best suggests that the eighteenth century was a sociable period is:

- a. Embroidery
- b. Reading books
- c. Visiting friends
- d. Writing diaries

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- In the real exam: 2 minutes to do those previous questions

ATARNotes

DECISION MAKING

DECISION MAKING

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Verbal Reasoning Assesses the ability to critically evaluate information presented in a written form.	44	1 minute instruction section 21 minutes test time	1 minute 15 second instruction section 26 minutes 15 seconds test time
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Situational Judgement Measures the capacity to understand real world situations and to identify critical factors and appropriate behaviour in dealing with them.	69	1 minute instruction section 26 minutes test time	1 minute 15 second instruction section 32 minutes 30 seconds test time

DECISION MAKING GENERAL STRATEGIES

- Time management in this section is particularly important
- Write/draw information only if necessary
- Brush up on basic probability and venn diagrams

- Heaps of unofficial practice questions online
- Begin by looking at the options and ruling them out – much quicker!
- Many of the questions in UCAT don't require you to work out the full puzzle
- If using the stem, begin with the facts/definite information
- Find the hidden information (often like complementary math)

There are six emails in a mailbox.

Sarah's email is not the bottom-most email in the mailbox.

The number of emails below Sarah's email is less than the number of emails above her email.

Harry's email is the second last email from the bottom in the mailbox.

There are two emails between Meg's email and Sarah's email.

Claire's email is not above Sarah's email.

How many emails are there between Meg's email and Claire's email?

- ☐ A. 1
 - ☐ B. 2
 - ☐ C. 3
 - ☐ D. 4
1. Start with definite information – Harry is in 5th from top position
 2. Using first two clues – Sarah must be in the 4th position
 3. Two emails between Megs and Sarah's – Meg must be top
 4. Claire is in the 6th position
 5. Answer: 4 - D

Clark, Sam, Drake, Rosie and Mary have one car each. The cars are either red, blue or green in colour.

Three cars are hatchbacks and the rest are sedans.

All the sedans are green.

Hatchbacks are either blue or red.

Mary and Clark do not have hatchbacks.

Amongst Sam, Drake and Rosie, only Drake has a blue car.

Which of the following statements is true?

- ☐ A. Rosie has a red sedan.
- ☐ B. There are two blue cars.
- ☐ C. There are three red cars.
- ☐ D. Sam has a red hatchback.

Going straight to the options without reading the passage first...

A. Wrong – all sedans are green

B. Wrong – “Only drake has a blue car” (excluding clark) and Clark has a sedan which must be green

C. Wrong - to have 3 red cars there must be at least 3 hatchbacks and no blue cars BUT drake has a blue car

D. Possible

To do this method though you must know how many options there are for each i.e. 5 people and 3 colors

- Kind of like verbal venn diagrams

Decision Making Definitions

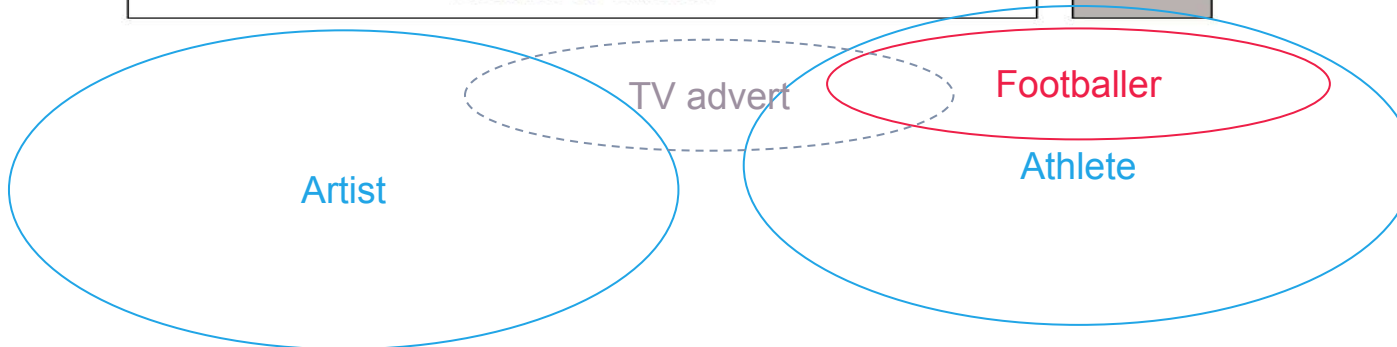
All	An unspecified number referring to the whole of it/everything.
Always	On all occasions, without fail.
Either	Exclusively A or B (not both).
Few	A small number of, less than 50%.
Majority	A number that is more than 50% of the whole but not all.
Many	An undetermined number similar to 'some'. A part of it, not all of it.
Most	An undetermined but majority number/largest part.
None	Not even a small amount/not even one.
Nothing	Not a single thing. Of no value.
Not all	1-99%
Only	Introduces something which must happen before something else in the sentence. Indicates there is nothing else.
Some	An undetermined number being more than one but less than all. A part of it, not all of it.
Unless	Introduces the only circumstance which makes the statement not true or valid.

SYLLOGISM EXAMPLE

No athlete is an artist.
All footballers are athletes.
Some athletes appear in TV adverts.

Place 'Yes' if the conclusion does follow. Place 'No' if the conclusion does not follow.

Nobody appearing in a TV advert is a footballer.	No	<div>Yes</div> <div>No</div>
No footballer is an artist.	Yes	
If a person is an artist they cannot appear in TV adverts.	No	
If a person is not a footballer they cannot be an artist.	No	
No artists are athletes.	Yes	



WORKED EXAMPLE

Annie has blue, red and green boxes. All boxes of the same colour have the same height. A stack of boxes containing two blue boxes, three red boxes and one green box has a total height of 68 cm. When the stack has one blue box, two red boxes and one green box, the total height is 43 cm.

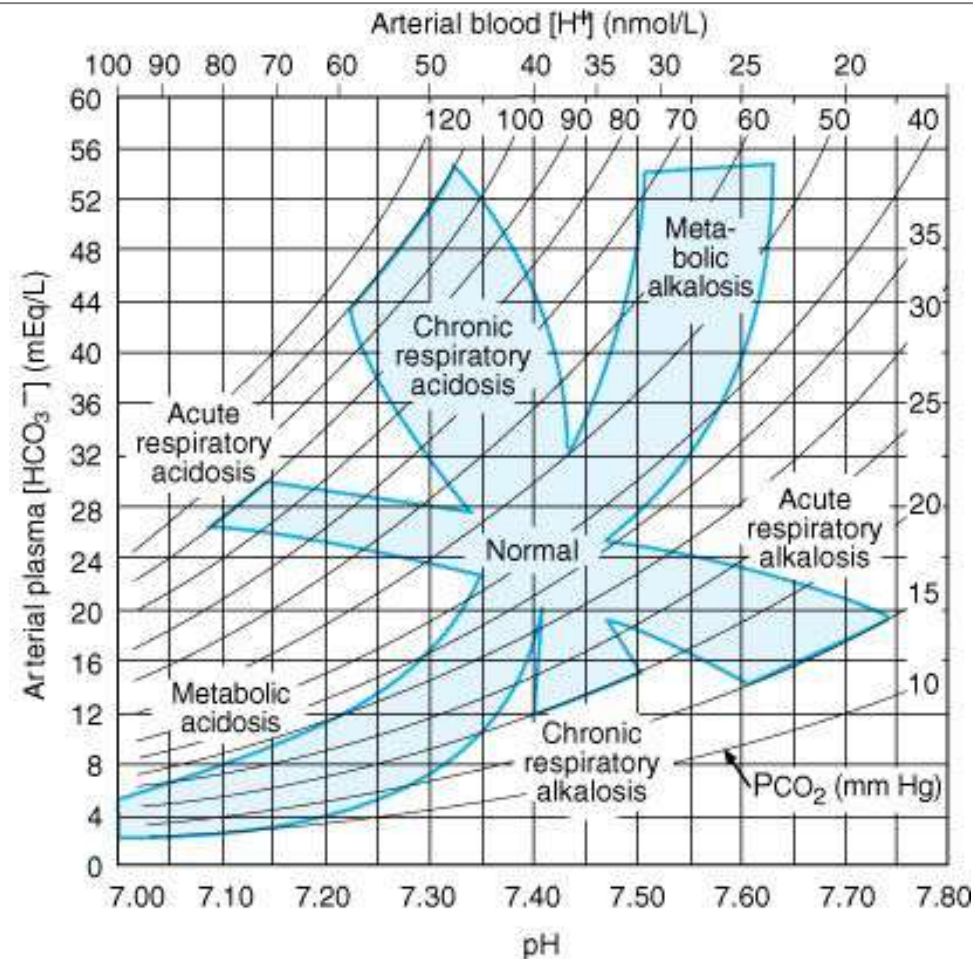
Which of the following is most likely the total height of a stack containing four blue boxes, four red boxes and one green box?

- ☐ A. 100cm
 - ☐ B. 108cm
 - ☐ C. 143cm
 - ☐ D. 168cm
1. $2B + 3R + G = 68$
 2. $1B + 2R + G = 43$
 3. $B + R = 25$
 4. A is wrong $4B + 4R + G > 100$
 5. Look at second equation, $G < 18$
 6. B is correct (Can't be C or D)

INTERPRETING INFORMATION

- Graphs can appear extremely difficult – take a moment to understand the graph and focus on what you need to interpret
- Round off numbers to make working out questions easier and quicker
- Identify what graph axis represent and the direction they run in

INTERPRETING INFORMATION



PCO₂ = 65

pH = 7.35

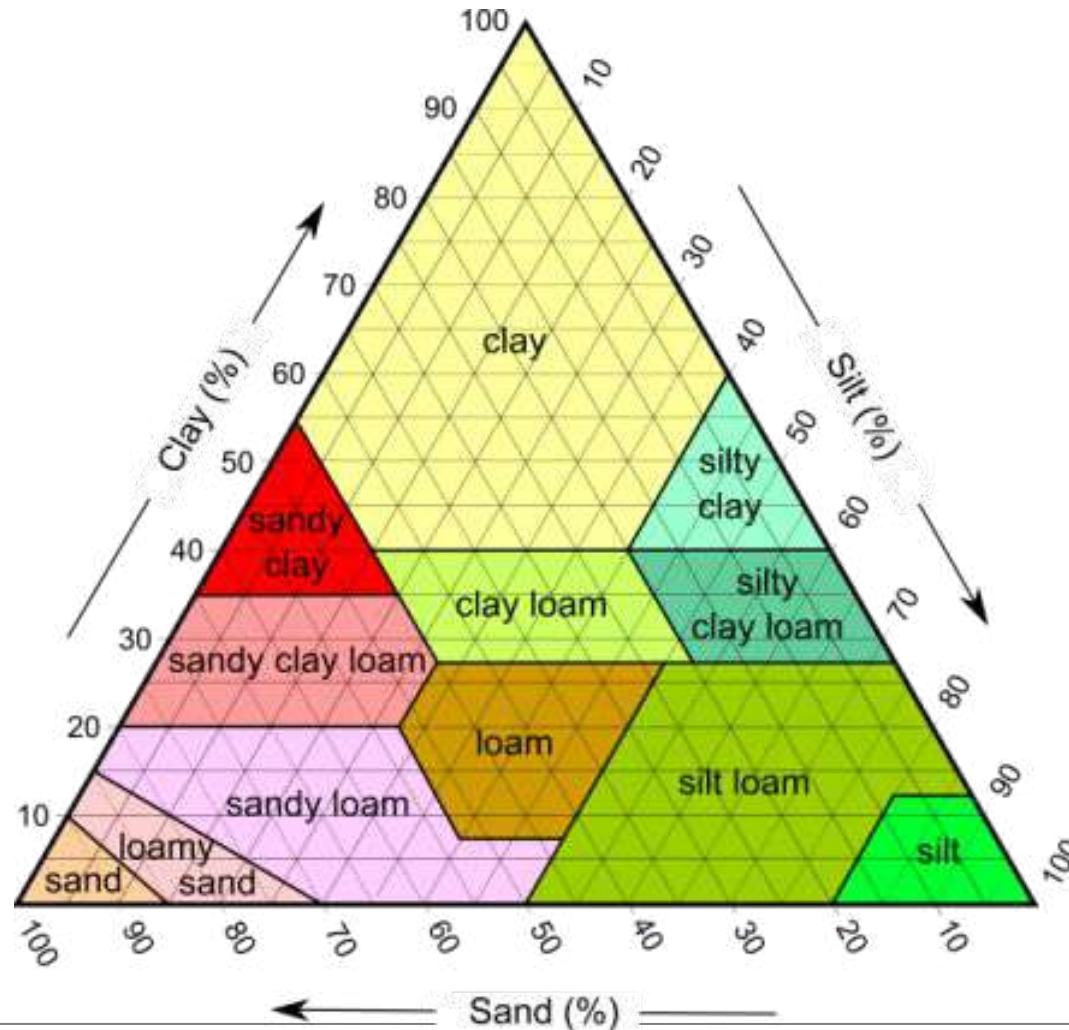
What condition is the patient in?

Chronic respiratory acidosis

Source: Gomella LG, Haist SA: *Clinician's Pocket Reference*, Eleventh Edition: <http://www.accessmedicine.com>

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INTERPRETING INFORMATION



Clay % = 30
Silt % = 30
Sand % = 40
Category?

Clay loam

- Example question:

Would society be safer if urban areas had designated dog-walking areas where pets could be exercised without causing danger to people?

Select the strongest argument from the statements below.

- ☐ A. Yes, it is better for dogs that live in towns to be exercised in separate areas where they cannot frighten people and leave waste that can be harmful to children.
- ☐ B. Yes, it is important that dogs are properly exercised and ideally they should be allowed to be free to run off the lead without restriction.
- ☐ C. No, it is the responsibility of dog-owners and not local councils to find somewhere to exercise dogs safely away from people and dangerous traffic.
- ☐ D. No, towns and built-up areas are already overcrowded and any undeveloped land should be used to provide new houses rather than playgrounds for pets.

- Two golden rules:
 1. The option must directly answer the problem
 1. The option must not contain any assumptions

1. The option must directly answer the problem
 - Read the statement and identify exactly what the question is
 - Note: Quite often this is given in the first couple of words
 - Restate in your head what the main focus is
 - If the question is asking to compare two things, make sure the option compares the two things

2. The option must not contain any assumptions

- Possible characteristics of assumptions
 - Makes a statement that cannot definitively be verified by facts
 - Often suggest a cause or effect relationship that cannot be verified
 - Makes a suggestion based on other people e.g. what they like, what they would do
 - Blanket statements
 - Personal opinions

RECOGNISING ASSUMPTIONS

Should squash be made an Olympic sport?

Select the strongest argument from the statements below.

- ☐ A. Yes, if tennis is an Olympic sport then squash should be as well.
- ☐ B. Yes, squash is played in more than 185 countries and played by millions of people each week.
- ☐ C. No, there are already three racquet sports, another would not add anything to the Olympics.
- ☐ D. No, millions of people do not enjoy watching squash, the game is too fast for spectators to enjoy.

A: Does not provide any direct reasoning on the similarities of tennis and squash, and why they should both be olympic sports.

C: The argument is not really based on any facts, and is simply the writer's personal opinion - make stronger by describing similarities of the three racquet sports

D: Again, an opinion is stated, rather than a fact and it is not verifiable.

B: Provides concrete information (facts) on the popularity of squash, and why people would be interested in it as an olympic sport.

RECOGNISING ASSUMPTIONS

Do higher prices usually mean items for sale are better quality?

Select the strongest argument from the statements below.

- ☐ A. Yes, it is certain that goods and services offering higher specifications or better quality will cost more.
- ☐ B. Yes, people would not pay a higher price for an item if they could get the same item cheaper elsewhere.
- ☐ C. No, sometimes the prices are set to be higher as a marketing ploy to make people falsely assume they offer better quality goods.
- ☐ D. No, prices of the same item may sometimes be higher in different outlets, but better quality items usually have higher prices.

A: Doesn't provide an argument for WHY items will cost more, and also uses the word certain, which we can't assume

B: Makes assumptions about the behaviour of other people, and also does not refer to the quality of products, just the price

D: Contradicts itself. Prices of the same item vary between outlets, but better quality items will have higher prices. Talks about the same item, then different items.

C: Provides a good, direct argument as to why more expensive items are not necessarily better quality

RECOGNISING ASSUMPTIONS

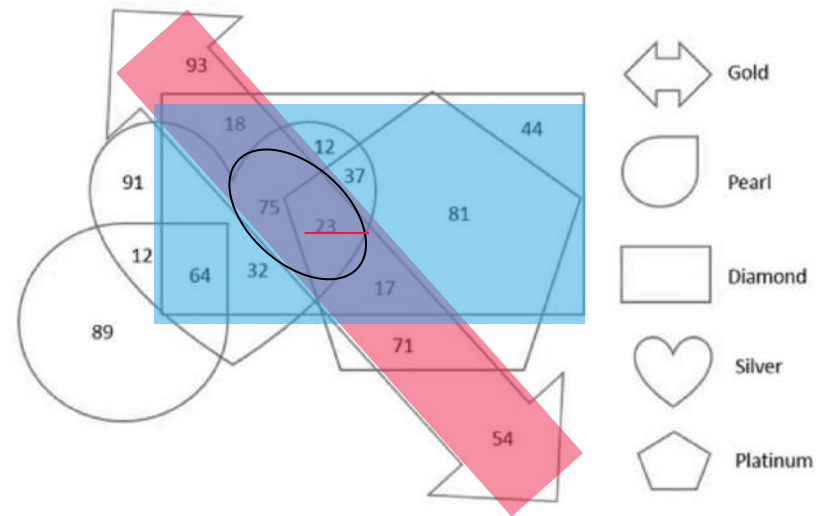
To help low-paid workers, should a maximum wage be established so that the highest-paid workers in an organisation may be paid no more than ten times what the lowest-paid receive?

Select the strongest argument from the statements below.

- ☐ A. Yes, because a maximum wage would effectively mean a pay cut for the highest-paid if their pay was limited to no more than ten times the income of the lower paid in the organisation.
- ☐ B. Yes, because a maximum wage for the highest-paid would enable an organisation to manage costs, payraises for senior staff would also have a knock-on effect; increasing wages for low-paid workers.
- ☐ C. No, a maximum wage would remove incentives for the highest paid to make the organisation grow and succeed, and do nothing to help the low-paid; the ceiling should be fifty times the lowest paid not ten times.
- ☐ D. No, a maximum wage would damage the organisation because it would mean there was no relationship between pay and levels of productivity in the workforce; workers currently earn as much as their performance justifies.

VENN DIAGRAMS

A designer jewellery showroom has jewellery made up of gold, diamond, silver, pearl and platinum. Each piece was crafted to include one or more of the materials.



Based on the diagram, how many jewellery pieces have gold, diamond and silver but not platinum or pearl?

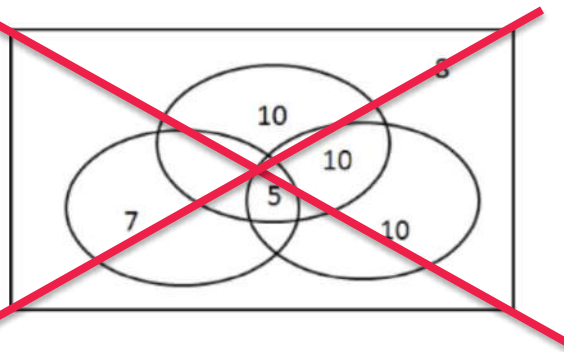
- ☐ A. 12
- ☐ B. 37
- ☐ C. 64
- ☐ D. 75

VENN DIAGRAMS

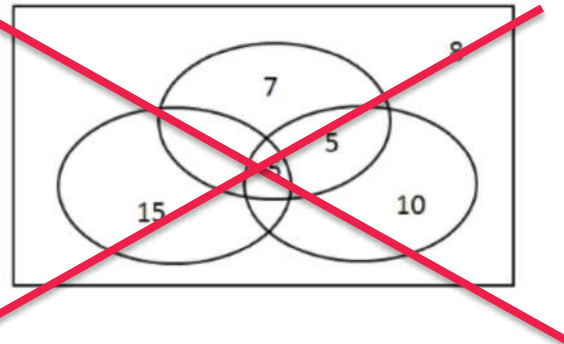
A school timetable is being prepared for 50 students. 20 students are taking Geography, 20 students are taking History and 12 are going to take Art. 10 are going to take Geography and history, and of these 5 want to take art as well.

Which of the following diagrams best represents the above data?

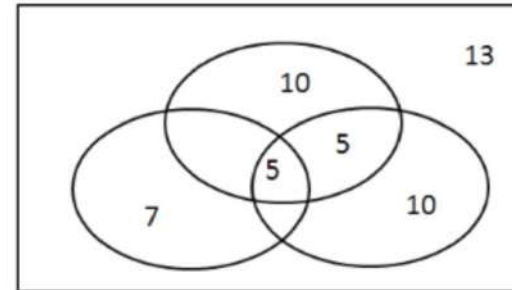
☐ A.



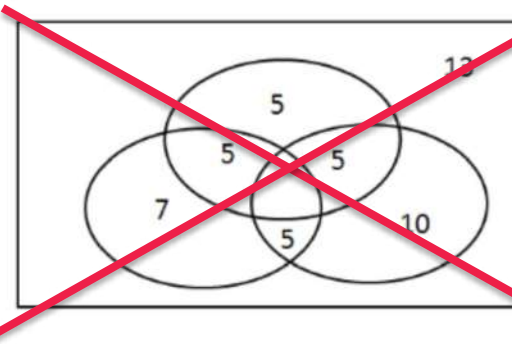
☐ B.



☐ C.



☐ D.



PROBALLISTIC REASONING

GENERAL STRATEGIES

- Revise probability math (there's not enough time today!)
 - Complementary
 - Formulas
 - Etc.
 - “And” = multiply, “Or” = add
 - Replacement vs. no replacement
 - Tree diagrams, probability tables, venn diagrams etc .
- Read all options – incase you are missing something!
- Eliminate incorrect options – speed
- Only work out the necessary information

Jeremy's music player randomly selects a song for him to listen to.

The music player has eight rock songs, five classical songs and two folk songs on it.

Will Jeremy increase the chance of listening to classical songs if he deletes one song of each of the three genres from his music player?

- ☐ A. Yes, the likelihood of listening to a song of a particular genre increases when the total number of songs decrease.
- ☐ B. Yes, the likelihood of selecting a classical song is higher when there are fewer rock songs and folk songs.
- ☐ C. No, the chance of selecting a classical song decreases when the total number of songs decrease.
- ☐ D. No, the chance of selecting a classical song remains the same when one song of each genre is deleted.

Original chance: $5/15 = 1/3$

New chance: $4/12 = 1/3$

The 27 people in a club are either adults or children.
There are 3 more males than females.
12 of the 16 adults are male.

How many male children are there in the club?

- ☐ A. 3
 - ☐ B. 4
 - ☐ C. 5
 - ☐ D. 6
1. 16 adults – therefore 11 children
 2. 12 adult males, 4 adult females
 3. 15 males, 12 females (Split in half and adjust)
 4. Answer: 3 children males

ATARNotes

QUANTITATIVE REASONING

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- Two key areas:
 - Speed
 - +
 - Accuracy

36 Questions in 24 Minutes
Approx. 40 seconds per question

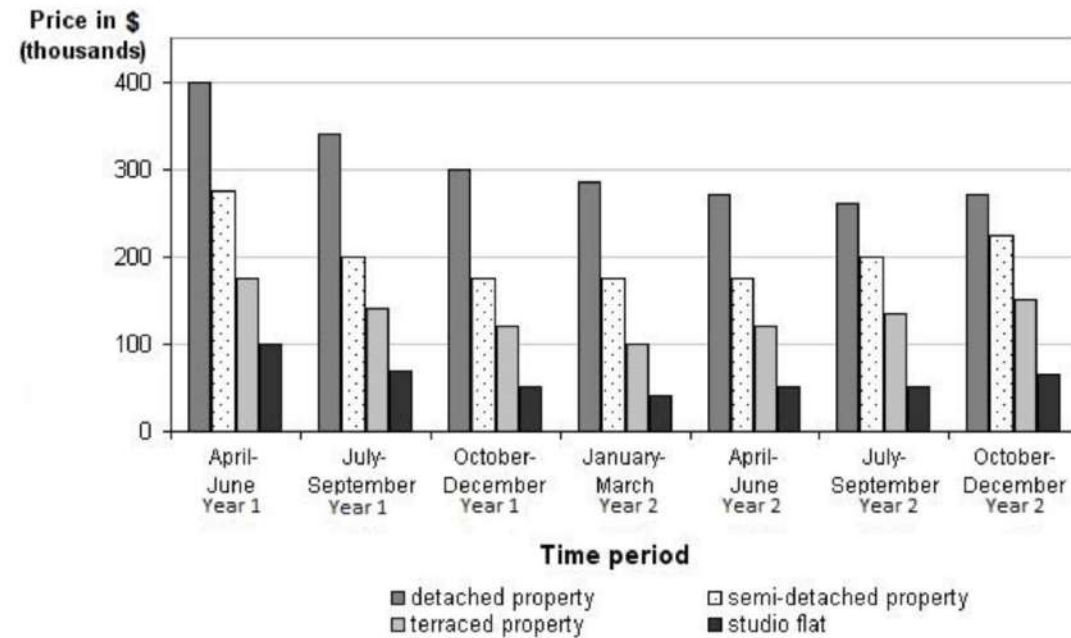
- You will have a whiteboard in the actual test
- Note: A calculator is provided on-screen
 - Very basic calculator – look up google for tricks to use the calculator quicker!



- Two key strategies:
- **Speed**
 - Using a calculator can be time consuming - try to improve mental math (e.g. when doing math homework try to do calculations in your head)
 - **Practice under time pressure (learn which questions to skip over vs. those that are worth your time)**
 - Know the basics: percentages, decimals, fractions, ratios, averages
 - Round off numbers so they are quicker and easier to work with
 - A square for a given perimeter will give the biggest area
- **Accuracy**
 - Check the units! – they will often try and trip you up
 - Make sure your answer makes sense in the context
 - Isolate the relevant info from graphs and tables

- Basic math to know
 - BODMAS
 - Percentages
 - Fractions
 - Proportional and inversely proportional
 - Mean, median, mode
 - Acceleration, speed, distance formulas
 - Conversion
 - Rates

QUANTITATIVE REASONING



Estimate the percentage change in the price of terraced properties from January-March Year 2 to October-December Year 2 (inclusive).

- ☐ A. 10%
- ☐ B. 20%
- ☐ C. 30%
- ☐ D. 40%
- ☐ E. 50%

QUANTITATIVE REASONING

Here is some information about costs of purchasing land.

Prime farmland is £7,500 per acre.

Building land is £1.1 million per hectare.

The table shows the costs, in thousands of pounds per hectare, of cleaning sites. These are paid in addition to the cost of purchasing the land.

Previous Use End Use	Factories	Garages, Sewage works	Metal workings, Scrapyards	Steel works, Chemical works
Open Space	90	250	400	500
Residential	120	325	475	600
Employment	90	275	400	500
Mixed Use	90	300	475	550

1 hectare = 10,000 m² = 2.47 acres

How many whole hectares of prime farmland could be bought for the total cost of buying a one hectare derelict factory site and cleaning it for residential use?

- ☐ A. 39
- ☐ B. 65
- ☐ C. 162
- ☐ D. 362
- ☐ E. 401

One hectare derelict factory site:
 $1,100,000 + 120,000 = \$1,220,000$
Number of acres farm land:
 $1,220,000/7,500 = 162.6$
Number of hectares:
 $162.6/2.47 = 65$

PRACTICE QUESTION

Annual Taxable Income Bracket (\$)	Tax Rate	Total Tax paid (\$) at the top of this taxable income bracket
0 - 8,950	10%	895
8,950 - 36,250	15%	4990
36,250 - 87,850	25%	17890
87,850 - 183,250	28%	44602
183,250 - 400,000	33%	116129
400,000 and over	39.6%	

The table shows the total tax paid (\$) on annual taxable income.

For example, a person with an annual taxable income of \$60,000 will pay \$4,990 plus 25% of (\$60,000 - \$36,250)

Bill has an annual taxable income of \$28,950. The income tax, to the nearest \$, he has to pay is:

- ☐ A. \$2,895
- ☐ B. \$3,895
- ☐ C. \$4,342
- ☐ D. \$4,510
- ☐ E. \$5,237

Pattern Recognition: 60,000: 4,990 + 25% (60,000 - 36,250)
Therefore, for Bill: 28,950: 895 + 15% (28,950 - 8,950)
= 3,895

PRACTICE QUESTION

The world is divided into 24 time zones. Time is calculated from a zero line that passes through Greenwich. As you move from one time zone to the next, you have to change your watch one hour ahead or back, depending on the direction of your travel.

The table shows the time at different capital cities in the world when it is 12 midnight at Greenwich (Greenwich Mean Time) in the month of November.

City	Time
London	Tuesday, midnight
New York	Tuesday, 7.00 pm
Vienna	Wednesday, 1.00 am
Chicago	Tuesday, 8.00 pm
New Delhi	Wednesday 5.30 am

Becker & Associates has two offices, one in London and the other in New Delhi. On a November morning, teams at the two different office locations set up a conference call that the London team can take at 9.00 am. If the call lasts for 0.5 hours, what time is it in New Delhi when the call ends?

- ☐ A. 4.00 am
- ☐ B. 9.30 am
- ☐ C. 2.30 pm
- ☐ D. 2.35 pm
- ☐ E. 3.00 pm

Midnight London = 5:30 am in New Delhi
Therefore London + 5.5 hours = New Delhi
9 am + 5.5 hours = 2:30 pm in New Delhi when call starts
Call is 0.5 hours, so 3:00 pm in New Delhi when call ends

PRACTICE QUESTION

The winner of a council election in April resigns in July and a new election is held in September. There are no changes in the number of people entitled to vote between April and September.

		How people voted in September					
	Party:	A	B	C	Did not vote		
How people voted in April	A	270	54	27	189	540	April Totals
	B	52	208	104	156	520	
	C	22	20	330	88	440	
	Did not vote	150	100	250	1,000	1500	
		494	382	711	1,413		
		September totals					

By reading across, you can see the number of voters supporting a party in April and how the same people voted in September. No one had died or left the district.

To learn how people who voted for a particular party in September had voted in April, read down the column - the total September vote is given at the bottom of each column, including any votes gained in September from people who had not voted in April.

Rounded to the nearest whole number, what percentage of all people eligible to vote acted in the same way in the two elections?

- ☐ A. 53%
- ☐ B. 54%
- ☐ C. 60%
- ☐ D. 61%
- ☐ E. 67%

The total number of people who voted the same way in both elections is $270 + 208 + 330 + 1,000$ which equals 1,808.
The total number of votes over two elections is $540 + 520 + 440 + 1,500$ which equals 3,000 (or $494 + 382 + 711 + 1,413$). $1,808 / 3,000 \approx 60\%$.

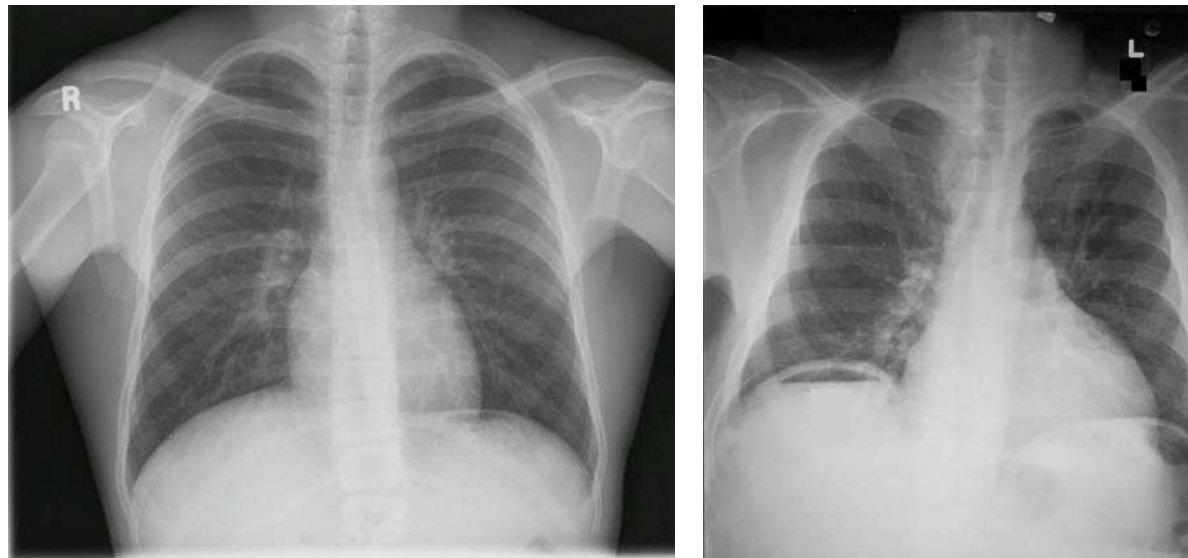
ATARNotes

ABSTRACT REASONING

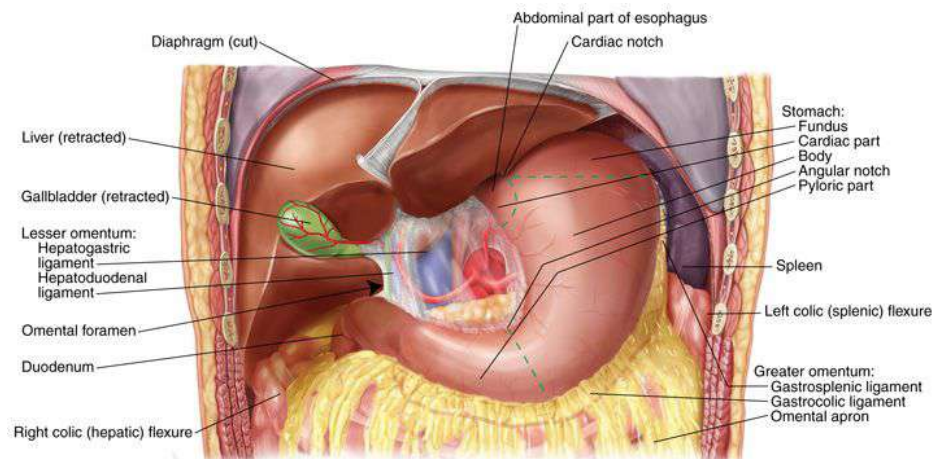
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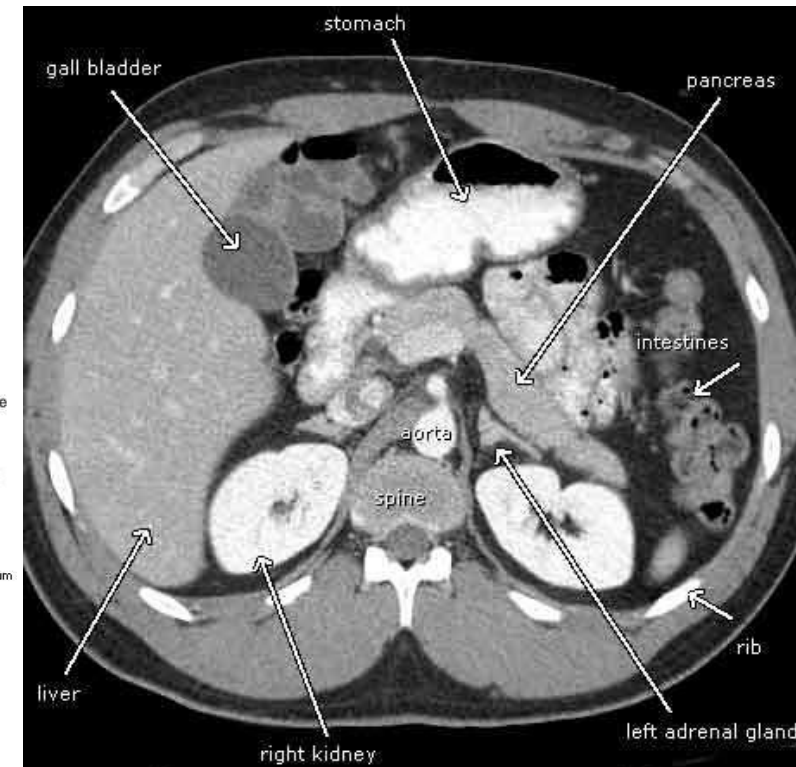
ABSTRACT REASONING



ABSTRACT REASONING



Copyright © 2009 Wolters Kluwer Health | Lippincott Williams & Wilkins 5-18 Stomach and Lesser Omentum, A. Parts of Stomach and Lesser Omentum



- Question types
 - Set A or Set B questions (Hardest)
 - Next in the series
 - Complete the statement questions

- Key words

- Position
- Number (of shapes, of sides)
- Shape
- Rotation
- Shading
- Adjacent
- Opposite
- Reflection
- Symmetry
- Mirror image
- Equivalence (often with black and white e.g. black = 1, white = 2)
- Ratios
- Enclosure
- Curves/straight
- Pairs
- Appearing/ disappearing

ABSTRACT REASONING

BADCAT

B – Borders
A – Arrangement
D – Dimensions
C – Colour
A – Angles
T – Transitions

SSSPN

S – Shape
S – Size
S – Shading
P – Position
N – Number

SPONCS

S – Shape
P – Pattern
O – Orientation
N – Number
C – Colour
S – Sides

NSPCA

N – Number
S – Shapes
P – Position
C – Colour
A – Arrangement

CPR

C – Colour
P – Position
R – Rotation & Orientation

SCANS

S – Shape
C – Colour
A – Angle
N – Number
S – Symmetry

ABSTRACT REASONING QUESTION TYPES

- Type 1 – Set A or Set B questions

Set A

□ □ □ ■	○ ● ● ○
■ □	◇ ◇ ◇ ◇
● + ○	▽ ▣ ○ △ ▣ ○

Set B

▮ ▮ ▮ ▮	● □ ○
□ □	+ +
○ ○ ○ ○ ○ ●	▣ ▣ ▣ ▣ ■ ■

Test Shape:

Test Shape:

○	○	●	○
○	○	●	○

Test Shape:

□	■
■	□
□	■
■	□

○ A. Set A
○ B. Set B
○ C. Neither

ABSTRACT REASONING QUESTION TYPES

- **Type 1 – Set A or Set B questions**
- **Create rules for each set**
 - Generally the rules for both sets are fairly similar
- Look for the “key words” mentioned before – how do these change within the set
- Try to find 2 very similar boxes – one in set A and one in set B and compare
- If you still can’t find the pattern?
 - **IS THERE ANOTHER FACTOR THAT YOU’RE MISSING?**

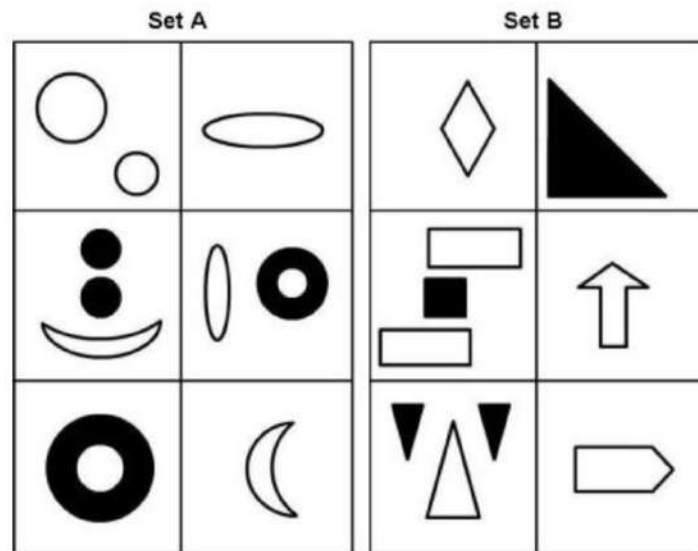
GOLDEN RULE FOR ABSTRACT REASONING

- If it seems too complicated it probably is

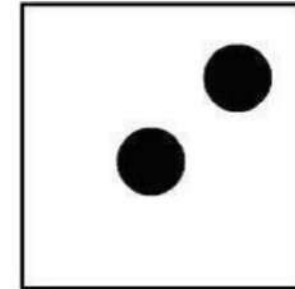
- If it seems too complicated it probably is - take a step back
- If your looking at more than 2 or 3 factors you're probably missing something simpler
- Many questions contain distractors
 - Things that appear the same in every option = **probably distractor**
 - Things that seem too complicated = **probably distractor**
- Blur your eyes to quickly look for an overall pattern
 - (Every so often this actually helps!)

- Note: there is actually two types of Set A or Set B questions
 1. Gives you one image and you select Set A, Set B or neither
 1. Gives you four images and you select the one that fits
- When question gives you four options check each option incase you've missed part of the rule

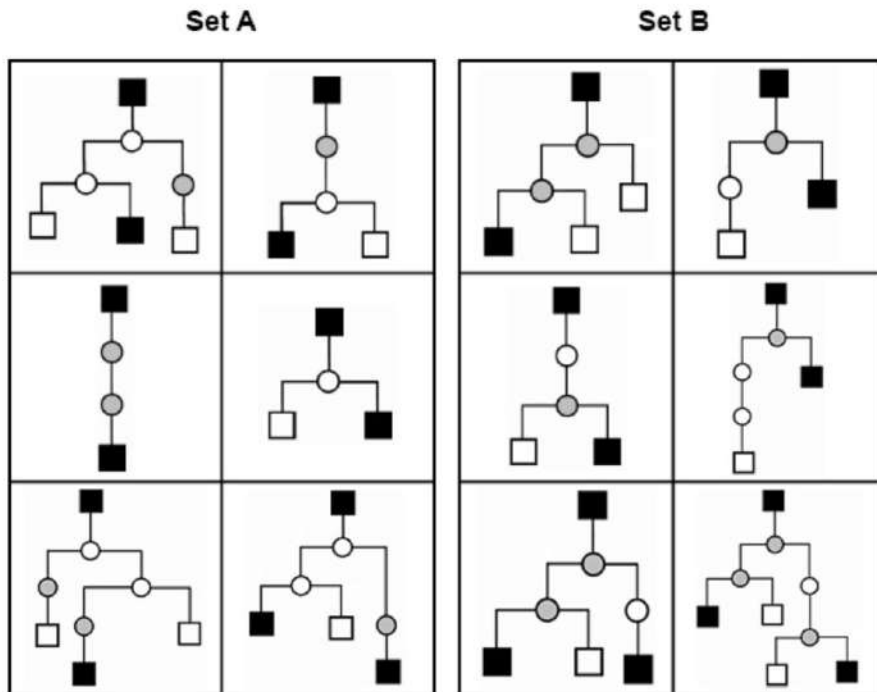
ABSTRACT REASONING



- ☐ A. Set A
- ☐ B. Set B
- ☐ C. Neither

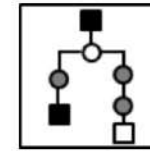


ABSTRACT REASONING

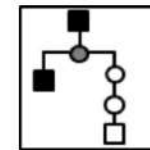


Which of the following test shapes belongs in Set B?

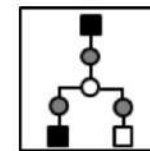
☐ A.



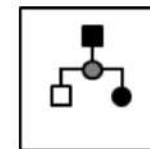
☐ B.



☐ C.



☐ D.



ABSTRACT REASONING

Set A

3 6 7 11 8	1 6 8 13 12
2 3 11 4 9 5 6	1 2 6 23 8
3 7 11 16 13	2 3 14 5 13 6 7

Set B

4 10 18 2 8 6	4 6 8 10
6 2 10 18 12	8 16 12 6 10 2
6 8 14 12 2	8 14 4 12 16

Test shape:

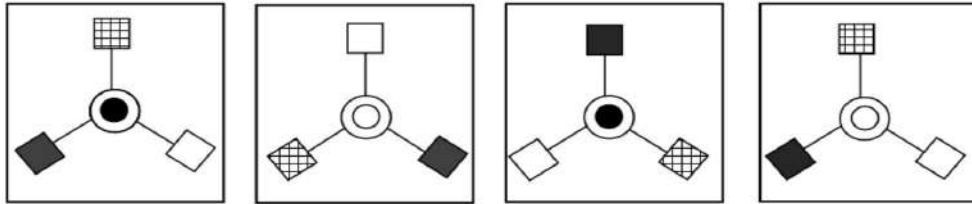
26 10 12 2 22

Test shape:

3 6 8 13 10

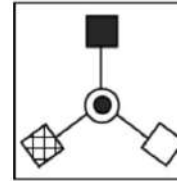
- **Type 2 – Next in the series**
- Much easier
- Also found on UMAT
- Follow elements from picture to picture and develop a rule for each element

ABSTRACT REASONING

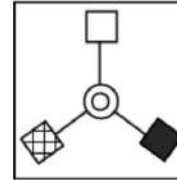


Which figure completes the series?

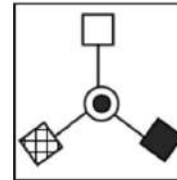
☐ A.



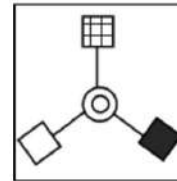
☐ B.



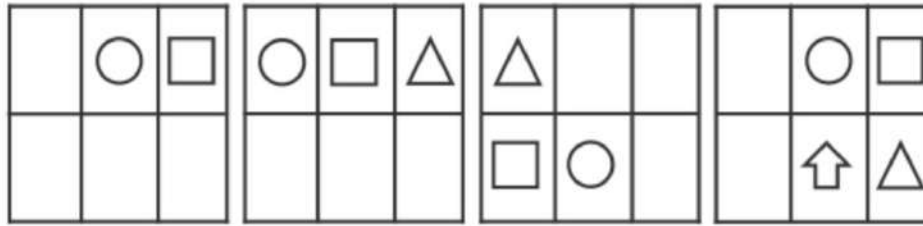
☐ C.



☐ D.

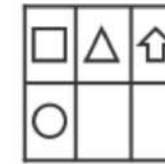


ABSTRACT REASONING



Which figure completes the series?

☐ A.



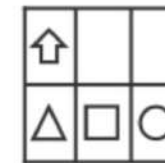
☐ B.



☐ C.

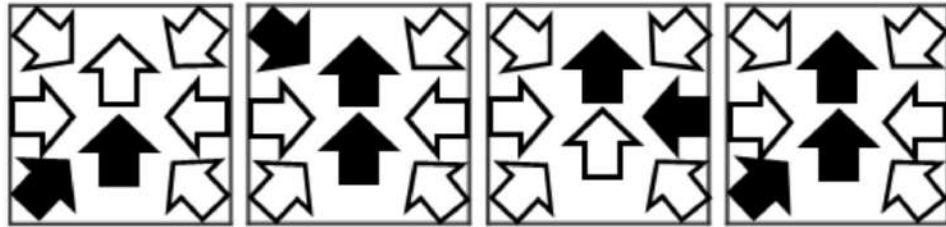


☐ D.



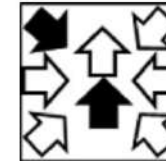
- Common movement patterns
 - 1,1,1,1
 - 2,2,2,2
 - 1,2,1,2
 - 1,2,3,4
 - +2, -1, +2, -1

ABSTRACT REASONING

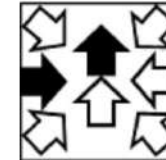


Which figure completes the series?

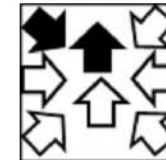
☐ A.



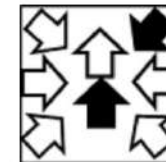
☐ B.



☐ C.

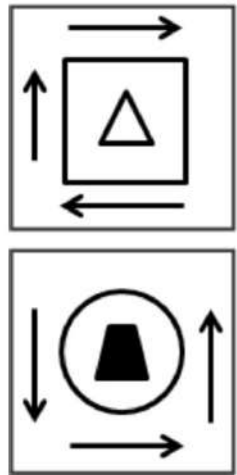


☐ D.

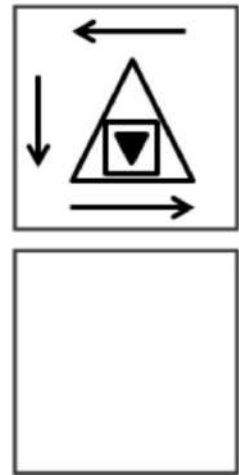


- **Type 3 – Complete the statement questions**
- Probably easiest question type in section 3
- Find the equivalent objects in each image and apply the transformation
- Usually fairly straight forward but can be time consuming
- Constantly look at the options to cut down working out time

ABSTRACT REASONING



is to
as
is to



Which figure completes the statement?

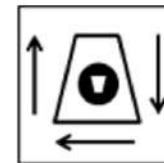
☐ A.



☐ B.



☐ C.



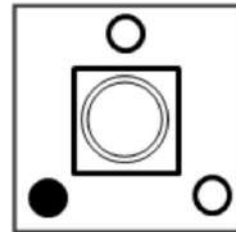
☐ D.



ABSTRACT REASONING



is to



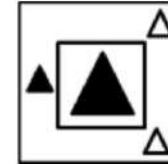
as

is to

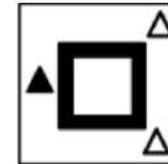


Which figure completes the statement?

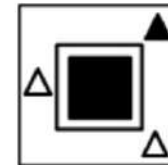
☐ A.



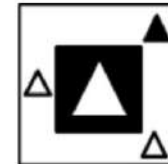
☐ B.



☐ C.



☐ D.



ATARNotes

SITUATIONAL JUDGEMENT TEST

SITUATIONAL JUDGEMENT TEST

UCAT Subtests 2019	Questions	UCAT ANZ (standard test)	UCATSEN ANZ (extended test)
Verbal Reasoning Assesses the ability to critically evaluate information presented in a written form.	44	1 minute instruction section 21 minutes test time	1 minute 15 second instruction section 26 minutes 15 seconds test time
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Situational Judgement Measures the capacity to understand real world situations and to identify critical factors and appropriate behaviour in dealing with them.	69	1 minute instruction section 26 minutes test time	1 minute 15 second instruction section 32 minutes 30 seconds test time

SITUATIONAL JUDGEMENT TEST

Bruntha and Leanne, two medical students, are waiting with the rest of their class to enter the anatomy room for their first dissection lesson. Medical students must attend all dissection lessons in order to progress in their studies. Bruntha mentioned to Leanne earlier in the day how nervous she was feeling about seeing human flesh. Bruntha is now panicking and tells Leanne that she feels very unwell and faint and does not want to enter the room.

How **appropriate** are each of the following responses by Leanne in this situation?

Remind Bruntha that not attending these anatomical presentations could affect her academic progress

- ☐ A. A very appropriate thing to do
- ☐ B. Appropriate, but not ideal
- ☐ C. Inappropriate, but not awful
- ☐ D. A very inappropriate thing to do

SITUATIONAL JUDGEMENT TEST

- Go with your gut
- Be a good person
- Rate each option independent of previous options
- Answer from the perspective of the right character
- Response options are not intended to represent all possible options
- Timeframe is irrelevant – option may be right even if it isn't something that is done immediately

- Themes in questions:
 - Ask for help when needed
 - Resolve issues on your own when possible and appropriate
 - Respect
 - Don't undermine other in front of patient
 - Other medical students doing the wrong thing
 - Balancing responsibilities

SITUATIONAL JUDGEMENT TEST

- 4 guiding principals of medical ethics
 1. Respect for autonomy
 - The right to self-government
 - The right of competent adults to make informed decisions about their own medical care
 2. Non-maleficence
 - Do no harm
 3. Beneficence
 - Do good
 4. Justice
- *Very useful for interviews

SITUATIONAL JUDGEMENT TEST

Shannon, a medical student, is on a flight to Thailand for a holiday. With two hours until landing, a flight attendant makes an announcement asking if there are any medically qualified people on board as there has been a medical emergency. Shannon has had a lot of medical training but is not yet a qualified doctor. The announcement repeats a few times and Shannon suspects that there are no medically qualified people on board. Other passengers are becoming increasingly anxious because of the repeated announcements. Shannon must decide if she should respond to the call.

How **important** to take into account are the following considerations for Shannon when deciding how to respond to the situation?

Rank as **very important**, **important**, **of minor importance**, **not important at all**

1. That the situation has been declared a medical emergency **Very important**
2. That another passenger may still come forward as medically qualified **Minor importance**
3. That the passengers are becoming increasingly anxious because of the repeated announcements **Minor importance**
4. That even if she does respond to the call, Shannon may not be able to assist in a meaningful way **Minor importance**

SITUATIONAL JUDGEMENT TEST

All first year students are completing a group community health project. One group is focusing on support for single mothers. Daniel is assigned to this group by the lecturer, as there were not enough students who wanted to work on Daniel's suggested project. The group assigns everyone a role and begins work. It quickly becomes clear that Daniel is not contributing to the project in a meaningful way and the project starts to suffer as a result.

How **appropriate** are each of the following responses by the other group members in this situation?

Rank as a very appropriate thing to do, appropriate, but not ideal, inappropriate, but not awful, a very inappropriate thing to do

1. Explain to Daniel in private that his reluctance to contribute is causing problems for the whole group A very appropriate thing to do
2. Without discussion with Daniel, reassign his responsibilities to other members of the group A very inappropriate thing to do
3. Ask Daniel if he would like a different role within the group A very appropriate thing to do

SITUATIONAL JUDGEMENT TEST

An elderly patient with an inoperable illness has been informed by Dr Nicholson that the medical team has determined that no further treatment is available for his condition. However, the patient is convinced that further treatment would be beneficial. He has been reading about the further treatment on the internet and believes this could be the right course of action for him at this time. He tells Dr Nicholson that he would like to be given further treatment for the illness, despite the medical team's decision.

How **important** to take into account are the following considerations for Dr Nicholson when deciding how to respond to the situation?

Rank as **very important**, **important**, **of minor importance**, **not important at all**

1. The patient's right to be involved with decisions regarding his treatment and further care **Very important**
2. That the medical team have made their decision based on their combined expertise **important**
3. Maintaining a positive outlook for the patient **important**
4. That the patient may not fully understand the complexities of the treatment **Very important**

ATARNotes

UCAT FINAL POINTS

UCAT FINAL LITTLE POINTS

Usually only one correct answer but in SJT and for some decision making questions you may be awarded some marks for answers that are 'almost' right

No marks taken for wrong answers

Most students don't finish test (practice very important, knock out wrong answers so you can have an educated guess, flag and review rather than dwell)

Stay calm

ATARNotes

THE END – THANKYOU!

**FEEL FREE TO ASK
QUESTIONS ABOUT
ANYTHING**